

# Norcot Early Years Centre

82 Lyndhurst Road, Tilehurst, Reading, Berkshire RG30 6UB



<b>Inspection date</b>	12 November 2018
Previous inspection date	24 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The nursery is well managed by a committed, knowledgeable and experienced team that has significantly improved practice since the last inspection. It effectively supports staff and helps to ensure good outcomes for children.
- Staff safeguard children effectively. They have a thorough knowledge of how to protect children and maintain their safety at all times.
- Staff complete regular assessments of children's abilities and use these to plan activities that help children make progress in all areas of learning. Children are strongly supported to develop their communication, social and physical skills.
- Staff and leaders build effective partnerships with parents. Staff routinely share information with parents that helps support children's learning at home and while at the nursery.
- Children form secure attachments with caring and affectionate staff. This helps their emotional development and enables them to play and explore with a great deal of confidence.
- Leaders continuously review the learning environments to ensure children have access to a wide range of interesting activities and resources. Leaders involve parents, children, staff and other professionals in their ongoing development plans, to gain a good overview of the nursery provision.

### It is not yet outstanding because:

- Although the management team monitors the progress of individual children, it does not effectively check that different groups of children achieve as well as each other.
- The overall quality of teaching is not consistently of the highest level to secure the best possible learning experiences for children.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- build on the monitoring and tracking of the progress different groups of children make, to identify gaps in their learning more swiftly and tailor teaching to help them catch up where required
- raise the quality of teaching even further to support children's learning and development to the highest levels.

### Inspection activities

- The inspector observed activities in the three main base rooms and garden.
- The inspector carried out a joint observation with the manager, and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the senior management team. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

#### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

Leaders have effectively reviewed and raised the quality of the nursery provision. All actions raised at the last inspection have been successfully addressed. Leaders have increased the support for the professional development of all staff. For example, they arrange regular supervisory sessions, monitoring and training to improve staff's practice. Following behaviour management training, staff explain that they feel more confident to deal with a range of situations. There are thorough recruitment procedures that help ensure staff are suitable to work with children. Safeguarding is effective. All staff understand their individual responsibility to keep children safe and what would constitute a safeguarding concern. Staff share good partnerships with local schools and they work closely together to help ensure smooth transitions are in place.

### Quality of teaching, learning and assessment is good

Staff know the children well and make accurate assessments of their development. They use this information well to plan, based on children's interests and next stages in learning. Staff are enthusiastic and involved in children's play. They help children to recall previous experiences and build on their skills. For example, staff extend older children's vocabulary and understanding of 'Remembrance Sunday' as they paint and talk about the significance of their poppies. Babies explore sounds, for instance, when they knock wooden blocks together to make a different sound. Young children enjoy using their senses as they play with coloured rice. Staff focus sharply on supporting children's communication and language skills. They effectively model and repeat phrases, and use signing prompts or words to support younger children's emerging vocabulary.

### Personal development, behaviour and welfare are good

Children build close relationships with their key person and other staff. They are happy and confident, and those who need extra support to settle are quickly helped. Staff supervise children well. The outdoor space is very well planned to promote all areas of learning. Children spend a great deal of time playing and exploring. Mealtimes are unhurried social occasions where children and adults sit together and chat. Children are encouraged to try different foods and parents feel well supported in helping their children develop good eating habits. Children develop a good understanding of how to keep themselves safe. For example, they are reminded why they should walk inside and they talk about the dangers of fires during a role-play activity to create a bonfire. Children behave well and are kind to others. They have opportunities to develop their understanding of the world through nature walks and themes that interest them. This helps them learn about different people, their communities and cultures.

### Outcomes for children are good

Children make good progress from their starting points. They gain many necessary skills they need for their future learning and in readiness for their move on to school. Children who receive additional funding receive targeted support for them to achieve progress in line with their abilities. Older children are confident speakers who readily share their experiences at group times. Babies develop good physical skills. For instance, they show an interest in climbing indoor soft-play obstacles.

## Setting details

<b>Unique reference number</b>	EY257099
<b>Local authority</b>	Reading
<b>Inspection number</b>	10079544
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	50
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Norcot Early Years Centre Governing Body
<b>Registered person unique reference number</b>	RP902323
<b>Date of previous inspection</b>	24 May 2018
<b>Telephone number</b>	01189 015577

Norcot Early Years Centre re-registered in 2004. The nursery is located in Tilehurst, Berkshire. The nursery is open from 8am to 6pm from Monday to Friday, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two and three years. There are 19 members of staff working at the nursery. Of these, two hold qualified teacher status and 14 staff hold appropriate early years qualifications at level 2 or 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

